



University of Saint Francis

ROTATION LEARNING OBJECTIVES FOR STUDENTS

2026 UPDATE

Physician Assistant Program

Fort Wayne IN



FAMILY MEDICINE

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance [†]	Program Competency
Acute			
1. Develop a differential diagnosis for a presentation of a rash and recommend the appropriate management based upon history and physical exam findings.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 14, 16, 19
2. In an adult patient presenting with acute dysuria , evaluate the patient, analyze the urinalysis to recommend pharmacological management.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 13, 14
3. For a patient presenting with a cough , conduct a patient-centered problem-focused history and physical exam, and design a management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 14
4. Elicit a problem-focused history and physical exam, order the appropriate labs and diagnostic tests to include radiographs, formulate a differential diagnosis and recommend a management plan for an adult patient presenting with low back pain .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 6, 7, 9, 13, 14, 16
5. In an adult presenting with fatigue , perform a patient-centered problem-oriented history and physical exam, order and interpret appropriate lab tests and recommend a management plan to include pharmacological treatment if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 6, 7, 9, 13, 14, 16
Chronic			
6. In an adult patient with chronic joint pain , recommend a continued patient-centered management plan to include patient education, lifestyle modification, and multi-tiered treatment plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 4, 11, 14, 16
7. Document an outpatient SOAP note and a referral for a patient in the family practice setting.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 5, 10, 19, 20
8. In an adult patient presenting for follow-up of hypertension , order and interpret appropriate diagnostic and laboratory testing and reassess the management plan to include pharmacologic intervention based upon age, gender, ethnicity, and co-morbid conditions.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 13, 14, 16
9. Perform an appropriate physical exam, review laboratory results including a HgbA1c, appropriately adjust medications, and recommend appropriate glucose monitoring and lifestyle modifications for an adult presenting for follow-up of diabetes mellitus .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 7, 11, 13, 14, 19
10. Conduct a patient-centered problem-based history/physical exam, order and interpret appropriate diagnostic studies, and recommend a management plan for an adult patient with existing thyroid disease .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 13, 16
Preventative			

11. Perform a complete patient-centered history and comprehensive physical exam on an adult patient for a routine annual visit and recommend appropriate immunizations .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 6, 7, 12
12. Order colonoscopy screening according to guidelines for at risk and low-risk patients.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 5, 12
13. Educate an adult patient regarding smoking cessation and formulate a multi-tiered strategy to assist patients if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 11, 12, 14, 16
14. Screen an adult patient for cardiovascular risk factors and recommend appropriate lifestyle modifications.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6, 7, 9, 11, 12
15. Identify patients who are classified as overweight/obese and educate on diet, exercise, and other appropriate interventions.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 9, 11, 12, 16, 19
Professional Behaviors and Interpersonal Skills			
16. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the family medicine rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
17. Display appropriate interpersonal skills^ throughout the family medicine rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Select appropriate elements of **history and physical exam** for evaluation of patients who present to family medicine for wellness visits, acute care, and follow-up and interpret pertinent normal and abnormal physical exam findings.
2. Using **critical problem-solving skills**, formulate a **differential diagnosis** for patients who present for evaluation of an acute concern to family medicine.
3. Analyze a **problem-focused history and physical exam** and order and interpret **laboratory and diagnostic testing** commonly used in family medicine, when indicated, including radiographs, ultrasound, and other advanced imaging, ECGs, UAs, blood work, and other laboratory tests.
4. Analyze the indications, contraindications, timeliness, proposed risks / benefits, and financial implications for various **diagnostic testing** methods frequently used for diagnosing and managing various patient presentations, including acute or chronic, for screening, and for ongoing management, in the family medicine setting.
5. Formulate initial, follow-up, and chronic **management and clinical intervention plans** for various complaints and conditions in a family medicine setting.
6. Perform **bedside clinical procedures** with the direction and supervision of the preceptor which are common to family medicine.
7. Differentiate between the different types of **bedside clinical procedures** to include the indications, contraindications, side effects, complications, patient preparation, and patient education of each.
8. Synthesize a **management plan** to include appropriate patient-specific **clinically therapeutic** recommendations, including medications, supportive care, patient education, lifestyle modifications, activity recommendations, dietary considerations, **health maintenance, disease prevention, referrals**, and follow-up care for patients in the family medicine setting.
9. Evaluate the different types and degrees of acuity for specialty **consults and referrals** that may be needed for a particular patient in family medicine.
10. Compare and contrast the indications, risks, benefits, and contraindications of **management** of patients in different levels of care, including supportive care at home, ED evaluation for possible inpatient admission, and admission to a long-term care facility.

11. Provide **patient education** that is individualized to the patient and includes an acute and ongoing plan of care, discussion of diagnosis and differential, reason for diagnostic studies, treatment options and necessity, risks versus benefits, therapeutic alternatives, prevention of disease, health maintenance, discharge instructions, and follow up.
12. Analyze the etiology, **anatomy/physiology**, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches, and management of common acute and chronic medical issues utilizing **medical knowledge** regarding family medicine.
13. Create an initial differential diagnosis and management plan for a patient presenting with a **rash**.
14. Evaluate history, physical and urinalysis to formulate diagnosis and treatment for patient presenting with **dysuria**.
15. Distinguish emergent and nonemergent causes of **joint pain** with corresponding management plan.
16. Distinguish secondary hypertension, treatment-resistant essential hypertension and pseudo-resistant essential hypertension in the patient presenting to the family practice setting with **elevated blood pressure**.
17. Discern the components of a follow-up visit for the adult patient presenting with **diabetes mellitus** in family practice.
18. Summarize the components of routine monitoring and management for patients with known **thyroid disease** in family practice.
19. Using **drug knowledge**, compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost effectiveness, and dosing with administration routes of **medications** utilized to manage various acute and chronic conditions encountered in family medicine.
20. Perform an **annual wellness visit**, formulate appropriate history and physical examination, recommended immunizations, and guideline-congruent cancer screening.
21. Interpret **screening guidelines** and **risk factors** during assessment and management of conditions encountered in the family practice setting.
22. Design a patient-centered management plan, including pharmacologic and nonpharmacologic interventions, by interpreting current **screening guidelines** and the individual's **risk factors** relating to smoking, obesity, and other cardiovascular risk factors.
23. Perform an **oral presentation** to the preceptor in a clear and concise manner which will include pertinent patient history, physical exam findings, most likely diagnosis, and a proposed management plan for a patient encountered in family medicine.
24. Appraise the importance of **effective communication** with patients, family members, and significant others, maintaining **cultural sensitivity** and being cognizant of **diverse patient populations** including various ages, expression of gender and sexuality, race and ethnicity, and religion.
25. Analyze the importance of **oral and written communication** with the healthcare team, including **interprofessional care team** members, for effective patient care, consultation, and referrals.
26. Analyze the components and level of detail required for **documentation** of history and physical exam, as used in an H&P or SOAP note, of procedure notes, and for patient follow-up in family medicine.
27. Evaluate the methods, techniques, and considerations required for patient evaluation and to develop rapport in a **professional manner** that is sensitive to **religious and cultural factors** in a family medicine setting.
28. Develop **management and therapeutic** options while empowering patients to take responsibility for the management and outcome of their own health while overcoming language and communication barriers, difficulty with access to healthcare and lifestyle modifications, and **cultural diversity** issues.
29. Compare and contrast the **role of the PA** with the roles of other health care providers involved in the family medicine setting and collaborate as an effective member of the **interprofessional healthcare team** for initial and long-term care of the patient.
30. Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of **evidence-based medicine** to patient care in the family medicine setting.
31. Evaluate the importance of **professionalism** in all aspects of **patient interactions** in the family medicine setting.
32. Evaluate situations arising in family medicine to develop a plan of action in accordance with **ethical and legal considerations**, including maintenance of **patient confidentiality and HIPPA** for a practicing family medicine physician assistant.
33. Distinguish between the components of **well exams** for adults, children, and geriatric patients.
34. Differentiate between the different **immunizations** indicated for adults, children, and senior patients.
35. Interpret the **preventive screening** protocol for tobacco use, cancer-related disease, obesity, hypertension, dyslipidemia, cardiovascular risks, diabetes, and other diseases for family medicine patients.
36. Formulate how to **refer patients** to specialty disciplines, emergency department, dietician, physical therapy/occupational therapy, and psychological counseling.
37. Analyze how to **screen patients** of all ages in family medicine for signs and abuse and neglect and determine **prevention and management** strategies.
38. Discern between other types of **physical exams** common in family practice including workman compensation, sports/school exams and pre-op clearance.

39. Analyze patients for life-threatening emergencies that may be encountered within the family practice setting and employ the **appropriate intervention techniques**.

INTERNAL MEDICINE

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
Acute			
1. Perform a patient-centered admission history and comprehensive physical exam for an inpatient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6, 7
2. In an adult patient in the hospital setting, recommend the appropriate intravenous fluid and electrolyte management .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 13, 14, 16
3. Accurately document an admission note and patient orders for a hospital patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8
4. Appropriately manage oxygen therapy and intravenous medication for an inpatient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 14, 16
5. Perform appropriate documentation of a hospital discharge summary/plan and educate the patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8, 11, 19
Chronic			
6. Appropriately round on an adult patient assessing vital signs, laboratory and diagnostic test results, patient status, and disposition.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	9, 13, 16
7. In an adult patient with impaired/decreased renal function obtain a patient-centered focused history and physical examination, order and interpret laboratory studies, and develop a management plan to include patient education regarding complications and referral if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 16, 19, 20
8. Monitor a hospital patient with chronic diabetes mellitus and develop a management plan to include glucose monitoring and medication management.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 13, 14, 16
9. In a hospitalized patient with existing hypertension , recommend appropriate continued management.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 14, 16
10. For an inpatient with bowel changes , evaluate the patient and develop a dietary and pharmacological management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 9, 14, 16, 19
Geriatric			

11. Screen a geriatric patient for potential elder abuse .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 7, 12, 18
12. Conduct a patient-centered medication review using the Beers criteria to determine if some medications may be discontinued in a situation of polypharmacy in an elderly patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 14, 16
13. Assess a patient for hearing impairment and recommend appropriate strategies to improve quality of life for the senior patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6, 7, 12
14. Recommend appropriate for immunizations for geriatric patients to include Pneumococcal pneumonia, influenza, herpes zoster (shingles), and tetanus.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 12, 19
15. Screen an elderly patient for potential fall risks and perform patient-centered education on fall prevention .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6, 7, 11, 12
Professional Behaviors and Interpersonal Skills			
16. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the internal medicine rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
17. Display appropriate interpersonal skills^ throughout the internal medicine rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Distinguish between appropriate elements of **history and physical examination** for initial and subsequent evaluations of internal medicine patients admitted to the hospital.
2. Differentiate between pertinent, normal, and abnormal elements of the **history and physical examination** during evaluation of patients during hospital admission for a variety of presentations.
3. Formulate a **differential diagnosis** for a variety of patient presentations while evaluating a patient during hospital admission and while rounding on an admitted patient with a change in status.
4. Formulate a plan to obtain **diagnostic testing** for diagnosis and management of common hospital conditions based upon analysis of the indications, contraindications, proposed risks/benefits, and financial implications for various methods.
5. Interpret the results of **diagnostic labs and tests** which are commonly used in the hospital setting including imaging (radiographs, ultrasound, CT and MRI), ECGs, UA and laboratory tests.
6. Design a comprehensive **management plan** which addresses medications, patient education, activity modification, dietary considerations, **referrals**, wound care, and follow-up care specific to hospitalized patients.
7. Distinguish between appropriate and inappropriate **specialty consultation** for internal medicine patients.
8. Compare and contrast the indications, contraindications, side effects, complications, patient preparation, patient education and indications for referral for hospital **procedures**.
9. Distinguish between the kinds of **supplemental oxygen therapy** appropriate for hospitalized adult patients.
10. For a patient admitted to the hospital, formulate **patient education** which includes the diagnosis and differential, reason for diagnostic studies, management plan with risks, benefits and alternative, and instructions upon discharge.
11. Using **medical knowledge** regarding internal medicine, compare the etiology, **anatomy/physiology**, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches and management of common acute and chronic medical issues of hospitalized patients.
12. For hospitalized patients, distinguish monitoring and management strategies for acute and chronic aspects of **impaired renal function, diabetes mellitus, and hypertension**.

13. While managing the various conditions of hospitalized patients, analyze the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost effectiveness, dosing and administration routes of **medications**.
14. During completion of a medication review for hospitalized geriatric patients, assess the medication regimen using Beers criteria to avoid inappropriate **polypharmacy**.
15. Differentiate between the various **intravenous fluids, electrolytes, and medications** used in the management of the hospitalized adult.
16. Create a patient-centered management plan by interpreting current **screening guidelines** and the individual's **risk factors** for internal medicine patients.
17. In order to improve quality of life and minimize complications, evaluate geriatric patients with appropriate screening for **hearing impairment, fall risk, and elder neglect/abuse**.
18. Formulate a clear, concise and thorough **oral presentation** to the preceptor regarding hospitalized patients which addresses pertinent history, physical exam findings, differential and most likely diagnosis, and a proposed management plan.
19. In the hospital setting, distinguish the elements of effective and ineffective **communication** with patients, family members, significant others and members of the interdisciplinary care team.
20. During evaluation and management of the hospitalized patient, design appropriate **documentation** including admission H&P, admission orders, rounding notes, significant events, referrals, and discharge summaries.
21. Perform an effective **provider-patient interaction** to collect the individual's social history and social determinants of health to engage in **culturally sensitive** evaluation and management for a hospitalized patient.
22. Compare and contrast the **role of the PA** with the roles of the attending physician, other specialty services and other health care providers in the inpatient setting to guide effective collaboration among the **interprofessional healthcare team**.
23. Evaluate the medical literature and guidelines to construct an **evidence-based and patient-centered management plan** for hospitalized patients.
24. Using **critical problem-solving skills**, create an initial evaluation and management plan to address the differential diagnosis for common presentations of hospitalized patients.
25. While responding to situations which commonly arise in the hospitalized setting, evaluate possible responses in relation to **professionalism** including ethical principles, **legal considerations**, patient confidentiality and HIPPA regulations.
26. Differentiate between **ADLs and IADLs** when assessing a geriatric patient.
27. Analyze how to **evaluate a senior patient** for fall risks, hearing impairment, visual impairment, physical impairment, and driving competency and manage the conditions.
28. Discern between the **immunizations** required for adults and senior patients.
29. Distinguish between the different types of **medications needing monitoring and testing** in internal medicine including anti-coagulants, thyroid, anti-seizure, etc.
30. Interpret how to assess a geriatric patient for **polypharmacy** including patient education on side effects and interactions of medications and discontinuing medications.
31. Analyze the correct internal medicine **documentation** including history and physical exams, progress notes, appropriate referrals, and diagnostic orders.
32. Synthesize the use of MMSE and the MSE in **evaluating patients** for cognitive changes.
33. Analyze **patient counseling** regarding advance health directives.
34. Distinguish between current **screening protocols** for colon cancer, prostate cancer, other cancers, osteoporosis, hypertension, diabetes, and dyslipidemia and management strategies for each.

EMERGENCY MEDICINE

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
<i>Emergent</i>			
1. In an adult presenting with chest pain perform a problem-oriented history and physical exam, order and interpret the appropriate labs and diagnostic tests to include an ECG, formulate a differential diagnosis for the patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 13
2. Evaluate an adult with dyspnea , order and interpret labs/diagnostic testing to include pulse ox and chest XR, develop a differential diagnosis, and design an initial treatment plan to include referral.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 13, 14, 17
3. Perform an appropriate patient-centered problem-focused history and physical exam for a patient presenting with cognitive changes , and then order and interpret the appropriate labs and diagnostic tests, formulate a differential diagnosis, and recommend initial management for an adult patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 13, 14, 16, 17
4. In a patient presenting with a fracture , conduct an appropriate history and physical exam to determine vascular/neurological status of the extremity and order appropriate radiographs.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 13
5. Triage a patient in the ED to determine if the patient has a life-threatening versus non-life-threatening medical conditions and recommend initial management.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 16, 17, 19
<i>Acute</i>			
6. Appropriately irrigate, debride, and suture/staple a laceration of a patient and provide patient education regarding care.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 11, 15
7. In a patient presenting with an extremity injury , appropriately evaluate, order and interpret laboratory tests/diagnostic imaging to include an x-ray, and accurately immobilize the extremity if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 13, 15, 16
8. Perform a patient-centered interview/physical examination on an adult patient with gastrointestinal complaints , develop a differential diagnosis, and recommend a management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 14
9. In an adult patient presenting with a headache perform a patient-centered problem-oriented history and physical exam, order and interpret the appropriate labs and diagnostic tests, formulate a differential diagnosis for the patient, and recommend initial management for the patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 13, 14
10. Screen a patient for tetanus risk and recommend the appropriate tetanus protocol.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12, 16
<i>Professional Behaviors and Interpersonal Skills</i>			
11. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the emergency medicine rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20

12. Display appropriate interpersonal skills ^A throughout the emergency medicine rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20
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Course Instructional Objectives

1. Select appropriate elements of **history and physical exam** for thorough evaluation of patients who present to the emergency medicine setting and interpret pertinent normal and abnormal physical exam findings.
2. Formulate a **differential diagnosis** using **critical problem-solving skills** for patients who present acutely to an emergency medicine setting.
3. Analyze the indications, contraindications, proposed risks / benefits, and financial implications for **diagnostic testing** methods frequently used for diagnosing and managing various patient presentations in the emergency medicine setting.
4. Formulate an initial **management and clinical intervention plan** for various acute complaints in an emergency medicine setting.
5. Perform **bedside clinical procedures** common in emergency medicine with the direction and supervision of the preceptor.
6. Differentiate between the different types of **bedside clinical procedures** to include the indications, contraindications, side effects, complications, patient preparation, and patient education of each.
7. Synthesize a **management plan** to include appropriate patient-specific **clinically therapeutic** recommendations, including medications, supportive care, patient education, lifestyle considerations, activity modification, dietary considerations, **health maintenance and disease prevention, referrals**, wound care, and follow-up care for patients in the emergency medicine setting.
8. Discern between the different types of specialty **consults and referrals** that may be needed in emergency medicine.
9. Following interpretation of history, physical examination, risk factors and diagnostics, formulate a **disposition** for the emergency room patient including outpatient follow up, referral or admission.
10. Perform **patient education** specific to emergency medicine which focuses on **cultural awareness** and patient-centered medicine and includes patient plan of care, including diagnosis and differential, reason for diagnostic studies, treatment, treatment necessity, risks versus benefits, alternatives, **prevention of disease, health maintenance**, discharge instructions, and follow up.
11. Analyze the etiology, **anatomy/physiology**, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches, and management of common acute and chronic medical issues utilizing **medical knowledge** regarding emergency medicine.
12. Utilizing **critical-thinking skills**, distinguish between **emergent and nonemergent** degrees of patient acuity and formulate an appropriate management plan which recognizes any pertinent limitations in the scope of **practice for a physician assistant** in emergency medicine.
13. Using **drug knowledge**, compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost effectiveness, and dosing with administration routes of **medications** utilized to manage various conditions encountered in emergency medicine.
14. Analyze the current **screening guidelines** and **risk factors** for the variety of patients encountered in emergency medicine and recommend use of the guidelines.
15. Evaluate patients at risk for **tetanus** according to current guidelines and protocols.
16. Perform an **oral presentation** to the preceptor in a clear and concise manner which will include pertinent patient history, physical exam findings, most likely diagnosis, and a proposed management plan for a patient encountered in emergency medicine.
17. Appraise the importance of **effective communication** to effective **provider-patient interactions** and provider-family member interactions, maintaining **cultural sensitivity** and being cognizant of **diverse patient populations**.
18. Analyze the importance of **oral and written communication** with the healthcare team, including **interprofessional care team** members, for effective patient care, consultation, admission, and referrals.
19. Analyze the correct **documentation** of history, physical exam, procedure notes, and medical decision making in an ER note.
20. Evaluate the methods, techniques, and considerations required for patient evaluation in a **professional manner** that is sensitive to **religious and cultural factors** in an emergency medicine setting.
21. Develop **management and therapeutic** options while empowering patients to take responsibility for the management and outcome of their own health while overcoming language and communication barriers and **cultural diversity** issues.
22. Compare and contrast the **role of the PA** with the roles of other health care providers involved in the emergency medicine setting and collaborate as an effective member of the **interprofessional healthcare team** for initial and ongoing care of the patient.

23. Critically evaluate the medical literature to use current practice guidelines and apply the principles of **evidence-based medicine** to patient care in the emergency medicine setting.
24. Evaluate the importance of **professionalism** in all aspects of the emergency medicine setting.
25. Evaluate patients in the emergency room in accordance with relevant **ethical and legal principles**.
26. Analyze the components of leading and assisting with a **patient coding** in the ED including airway stabilization and maintenance.
27. Evaluate the emergency department protocol for addressing bioterrorism and **multiple trauma emergency** situations.
28. Distinguish between the different types of **needles, suture/staple material, and local anesthesia** commonly utilized in in emergency medicine.
29. Differentiate between various types of **environmental injuries** encountered in the ED and indications for **tetanus protocol or other immunizations**.
30. Discern between **splinting and casting** an extremity and the indications, contraindications, complications, common side effects, description, and follow-up care.
31. Synthesize the **role of the emergency medical technicians** within the interprofessional care team in the emergency medicine setting.
32. Compare and contrast **life-threatening versus non-life-threatening medical conditions** using **critical thinking** when triaging and stabilizing patients.
33. Differentiate between the **types of IV fluids** used in the ED in terms of indications, appropriate dosing, contraindications, risks/benefits, and monitoring.
34. Interpret the signs and symptoms of **abuse and neglect** that patients may exhibit in the emergency room.
35. Differentiate between the types of **toxicology conditions** in emergency medicine and the treatment for each.

SURGERY

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
<i>Pre-Op</i>			
1. Elicit a patient-centered preoperative history from an adult surgical patient and assist in obtaining an informed consent .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 15
2. Conduct a pre-operative physical exam and order the appropriate preoperative diagnostic tests for an adult surgical patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 7, 13
3. Counsel a pre-op patient regarding the surgical procedure, complications, and risks for the surgical indication.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	11, 15, 16, 19
4. Appropriately document a pre-operative SOAP note	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8
5. Recommend appropriate medication adjustment and antibiotic prophylaxis as indicated for an adult surgical patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 12, 14
<i>Intra-Op</i>			
6. Appraise the operating room environment and maintain a sterile field while assisting in surgery.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 15, 18, 19, 20
7. Correctly utilize surgical instruments/equipment while assisting during a surgical procedure.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 15, 20
8. Close a surgical wound using appropriate suturing or stapling techniques.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	15, 16
9. Accurately scrub, gown, and glove for a surgical case.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 15, 18
10. Identify anatomical landmarks and structures pertinent to the surgical case while assisting the surgeon.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 16, 20
<i>Post-Op</i>			
11. Perform wound care for a post-operative incision and identify signs of infection.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 7, 15, 16
12. In an adult patient with a post-operative fever , formulate a differential diagnosis, appropriately order and interpret labs and diagnostic tests, and develop a management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 13, 16
13. Counsel patients on the use of SCD or incentive spirometry to minimize post-operative complications.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12, 15, 19
14. In an adult patient with post-operative pain , recommend a patient-centered management plan to reduce discomfort.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 4, 14, 16
15. Accurately write an appropriate post-operative note .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8
<i>Professional Behaviors and Interpersonal Skills</i>			

16. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the surgery rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
17. Display appropriate interpersonal skills^ throughout the surgery rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Distinguish between a pre-operative and post-operative **history/physical exam** to including importance of the informed consent for pre-operative clearance.
2. Perform a problem-focused **history and physical exam** for the variety of surgical patient presentations and interpret pertinent, normal and abnormal, physical exam findings.
3. Analyze the etiology, **anatomy/physiology, pathophysiology**, epidemiology, risk factors, presentations, diagnostic approaches, and management of common acute and chronic medical issues utilizing medical knowledge regarding general surgery.
4. Formulate a **differential diagnosis** utilizing **critical problem-solving** and initial management plan for the variety of common surgical complaints.
5. Interpret how to order and then analyze **diagnostic labs and tests** which are commonly used in the surgical setting to include radiographs, ECGs, UA, laboratory tests, ultrasound and other imaging.
6. Analyze the indications, contraindications, proposed risks/benefits, and financial implications for various **diagnostic testing** methods frequently used for diagnosing and managing common surgical conditions.
7. Perform surgical/clinical **procedures** with the direction and supervision of the preceptor which are common to general surgery.
8. Differentiate between the different types of **surgical procedures** to include the indications, contraindications, side effects, complications, patient preparation, and patient education of each.
9. Perform an **oral presentation** to the preceptor in a clear and concise manner which will include pertinent patient history, physical exam findings, most likely diagnosis and a proposed management plan for a surgical patient.
10. Interpret the importance of **effective communication/interaction** with patients, family members, and significant others as well as members of the surgical health care team.
11. Compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost effectiveness, and dosing with administration routes of **medications** utilized to manage conditions in general surgery.
12. Interpret pre-operative conditions requiring **antibiotic prophylaxis and medication adjustments**.
13. Analyze the correct **documentation** of history and physical exams, admission forms, discharge summaries, pre-operative notes, intra-operative notes, post-operative inpatient and outpatient notes, appropriate referrals, and diagnostic orders.
14. Develop surgical **treatment** options while empowering patients to take responsibility for the management and outcome of their own health while overcoming language barriers and **cultural diversity** issues.
15. **Evaluate and manage** the pulmonary and cardiac risks of surgical patients.
16. Interpret the current **screening guidelines** and **risk factors** for the variety of patients encountered in general surgery and demonstrate use of the guidelines.
17. Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of **evidence-based medicine** to patient care in the surgical setting.
18. Perform **patient education** specific to general surgery which focuses on **cultural awareness** and patient-centered medicine and includes patient plan of care, including diagnosis and differential, reason for diagnostic studies, treatment, treatment necessity, risks versus benefits, alternatives, discharge instructions and follow up.
19. Interpret the importance of **professionalism** and demonstrate it in all aspects of the surgical setting.
20. Discern the importance of maintaining a **sterile field** in the operating room.
21. Synthesize the components of **surgical scrubbing, gowning, and gloving** to ensure a sterile environment.
22. Distinguish between the different **surgical instruments and sutures** commonly utilized in the operating room in terms of identification, indications for use, and proper handling.
23. Summarize the **pre-surgical "time out"** procedure.
24. Analyze the roles of other health care providers involved in the surgical setting and collaborate as an effective member of the **interprofessional healthcare team**.

25. Discern the importance of **anatomical structures** common to general surgery.
26. Distinguish between the different **surgical complications** to include fever, infection, atelectasis, deep vein thrombosis and corresponding management and prevention.
27. Synthesize a **management plan** to include medications, patient education, activity modification, dietary considerations, **referrals**, wound care, and follow-up care specific to surgical patients.
28. Discern between the different types of specialty **consults** that may be needed in surgical medicine.
29. Distinguish between the various operative **wound classifications**.
30. Differentiate between various **drains and tubes** used for postoperative care based on their indications for use.
31. Analyze the different forms of **surgical anesthesia** and postoperative pain control.
32. Formulate and employ an understanding of **universal precautions** in the care of all patients in the surgical setting.
33. Interpret **ethical situations** arising in the surgical setting and legal considerations for a practicing surgical physician assistant.
34. Synthesize the importance of **patient confidentiality and HIPPA** regulations at all times in the surgical setting.
35. Discern the components of **properly position a patient** and transferring a patient to and from O.R. table.
36. Analyze the **role of the physician assistant** in the operating room and other surgical settings.

PEDIATRICS

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
<i>Infant</i>			
1. Perform a well-child examination on an infant that is appropriate for developmental stage.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 6, 7, 11, 12
2. Chart the growth, development, and developmental milestones of an infant.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8, 12
3. Recommend the appropriate immunizations for an infant in the first year of life.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12, 18, 19
4. Calculate the weight-based dosing of a medication for an infant.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	14
5. Evaluate a febrile infant , develop a differential diagnosis, and recommend a patient-centered treatment plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 14, 16
<i>Child</i>			
6. Perform a well-child exam and determine the developmental milestones for a child.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 6, 7, 11, 12
7. Evaluate a child with eye discomfort/discharge , develop a differential diagnosis and a management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 14, 16
8. Screen a child for vision and hearing changes and refer to a specialist if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 2, 3, 5, 6, 7, 12, 16, 20
9. In a child with ear pain , perform an accurate otoscopic examination, formulate a differential diagnosis and develop a patient-centered management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	7, 9, 14, 16
10. While evaluating a child, screen for potential child abuse .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 4, 6, 7, 12, 16, 19
<i>Adolescent</i>			
11. Perform a patient-centered history and physical examination for an adolescent patient using appropriate interviewing skills and describe appropriate screening for concussions.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 4, 6, 7, 12, 16
12. Recommend appropriate immunizations for adolescents including HPV and Meningitis vaccines.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12, 18
13. Analyze the stages of growth and development using Tanner stages for an adolescent patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	7, 9, 16
14. Provide patient-centered education to an adolescent regarding smoking and substance abuse .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12, 18
15. Screen an adolescent patient for depression and bullying and counsel/refer a patient if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 4, 5, 6, 7, 11, 12, 19
<i>Professional Behaviors and Interpersonal Skills</i>			

16. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the pediatrics rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
17. Display appropriate interpersonal skills^ throughout the pediatrics rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Distinguish appropriate elements of **history and physical exam** for evaluation of pediatric patients presenting for wellness visits, vaccinations, acute care.
2. Differentiate between pertinent, normal and abnormal, elements of **history and physical examination** during evaluation of pediatric patients.
3. Distinguish physical exam findings which suggest **child abuse** or a cultural practice.
4. Interpret history and physical exam using knowledge of normal **anatomy, physiology, growth and development** from infancy through adolescence.
5. Using **critical problem-solving skills**, formulate a **differential diagnosis** for pediatric patients who present for evaluation of an acute concern to the pediatric setting.
6. Analyze the indications, contraindications, timeliness, proposed risks / benefits, and financial implications for various **diagnostic testing** and monitoring methods frequently used in the diagnosis and management of pediatric patients.
7. Distinguish and perform point of care testing for evaluation of **upper respiratory infection** in pediatric patients.
8. Perform bedside or surgical **clinical procedures** with the direction and supervision of the preceptor which are common to the pediatric specialty.
9. Differentiate between the different types of pediatric **clinical procedures** including their indications, contraindications, side effects, complications, alternatives, patient preparation, parental consent, and parent and patient education of each.
10. Synthesize a **management plan** which includes pertinent elements such as medications, patient and caregiver education, lifestyle interventions, health maintenance and referrals for pediatric patients.
11. Distinguish recommended **immunizations** by age and comorbidity in pediatric patients.
12. Distinguish types of specialty **consults and referrals** for medical care and intervention, therapy services, mental wellness, hearing and vision deficits, and other support of growth and development for all ages of pediatric patients.
13. Evaluate pediatric patients for appropriate **level of care** including supportive care at home, outpatient follow up, urgent or emergent evaluation, and hospitalization.
14. For a pediatric patient and their caregiver, formulate **patient education** which includes the diagnosis and differential, reason for diagnostic studies, management plan with risks, benefits and alternative, anticipatory guidance and instructions for follow up.
15. Interpret **medical knowledge** of pediatric patients in the analysis of etiology, anatomy/physiology, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches, and health maintenance of pediatric patients.
16. Distinguish emergent and nonemergent causes of illness in the **febrile infant**.
17. Evaluate and manage children presenting with **ear pain**.
18. Evaluate and manage children presenting with **eye discomfort or discharge**.
19. Formulate age-appropriate **wellness visits** for pediatric patients from infancy through adolescence.
20. Using **drug knowledge**, compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost-effectiveness, and pediatric-appropriate dosing with administration routes for **pharmacotherapy** commonly used in the pediatric settings.
21. Analyze **screening guidelines** and interpret **risk factors** during evaluation of pediatric patients from infancy through adolescence.
22. Discern the elements of **preparticipation sports evaluations** including assessment of cardiovascular, pulmonary, neuromuscular, neurocognitive and infectious status.
23. Formulate strategies to screen for **substance abuse, mental illness and abnormal peer relations** in adolescent patients.
24. Formulate an **oral presentation** to the preceptor which includes pertinent pediatric patient history, birth history, milestones, growth and development, physical exam findings, most likely diagnosis and a proposed management plan for a pediatric patient.

25. In the pediatric setting, distinguish the elements of effective and ineffective **communication** with pediatric patients at different developmental stages, family members and caregivers, and members of the interdisciplinary care team.
26. Analyze the importance of **oral and written communication** with the healthcare team, including **interprofessional care team** members, for effective pediatric patient care, consultation, and referrals.
27. Analyze the correct **documentation** of history and physical exam, growth and developmental history, social history, referrals and orders in sick and well child visits.
28. Evaluate the methods, techniques, and considerations required for interaction with the pediatric patient which is developmentally appropriate, professional and sensitive to gender, **religious and cultural factors**.
29. Evaluate **social determinants of health and cultural factors** to develop patient-centered **management plans** which empower pediatric patients (and their caregivers) to engage in their own treatment and minimize barriers to care.
30. Compare and contrast the **role of the PA** with the roles of other health care providers involved in the pediatric setting and collaborate as an effective member of the **interprofessional healthcare team** for care of the pediatric patient in acute and well-child scenarios.
31. **Critically evaluate** the medical literature and guidelines to construct an **evidence-based and patient-centered management plan** for pediatric patients.
32. Evaluate situations commonly arising in the pediatric setting with respect to **professionalism**, ethical principles, **legal considerations**, and patient confidentiality.
33. Discern **anticipatory guidance** for caregivers of infants including breast feeding issues, bottle feeding, sleeping positions, etc.
34. Synthesize the different **safety measures and anticipatory guidance** for pediatric patients and caregivers of children to include screen time, fire alarms, use of seatbelts and car seats, avoidance of second-hand smoke, and bike safety.
35. Distinguish between the **immunization** schedules for infants, children, and adolescents.
36. Analyze the **Tanner stages** along with grow and development with an adolescent patient.
37. Interpret the **developmental milestones** and charting growth and development for infants and children.
38. Interpret **pediatric drug dosing** and calculate an appropriate dose of medication for a pediatric patient.
39. Engage in effective **provider-patient interaction** to provide **patient education** for the adolescent population to include bicycle/motorcycle safety, gun safety, safe sexual practice, STIs, contraception, menstruation/puberty, alcohol/drug use, smoking, vaping, and driving.
40. Interpret the **preventive screening** protocol for obesity, depression, suicidal ideation, and other conditions for the adolescent patient.
41. Analyze the **signs of abuse and neglect** in infants, children, and adolescents.

WOMEN'S HEALTH

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
<i>Gynecological Care</i>			
1. Accurately perform a pelvic examination on a female patient and obtain a PAP test if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 7, 13, 15, 16
2. Conduct a breast exam on a female patient and order mammography if indicated by screening guidelines or clinical presentation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 7, 13, 15, 16
3. In a patient presenting with irregular menstrual bleeding , perform a patient-centered problem-focused H&P, develop a DDx, order and interpret appropriate lab testing, and recommend a management plan.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 13, 16
4. Obtain a vaginal culture, formulate a differential diagnosis and develop a treatment plan for a patient with vaginal discharge .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 9, 13, 14, 15, 19
5. Elicit a patient-centered problem-oriented history to include a sexual history, contraceptive history, and obstetric history and appropriately document .	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 5, 6, 8
<i>Prenatal</i>			
6. Provide patient-centered education regarding appropriate anticipatory guidance to a prenatal patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 4, 11, 12
7. Perform a prenatal exam to include fetal heart tones and fundal height in a prenatal patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	7, 15
8. Assess a pregnant female by screening for increased blood pressure and formulate a differential diagnosis and appropriate plan if indicated.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 9, 14, 16, 19
9. Elicit a patient-centered history to include family history, sexual history, obstetric history to identify risk factors in a prenatal patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6, 12, 16
10. Order the appropriate prenatal screening tests for a prenatal patient in the first trimester of pregnancy.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 12, 13
<i>Professional Behaviors and Interpersonal Skills</i>			
11. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the women's health rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
12. Display appropriate interpersonal skills[^] throughout the women's health rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Formulate appropriate **history and physical exam** for evaluation of patients who present to women's health for annual gynecologic visits, prenatal care, and for acute obstetric or gynecological complaints.
2. Perform a **pelvic examination** and obtain a PAP test as indicated under the direction of the preceptor in the women's health setting.
3. Synthesize screening guidelines and patient presentation to perform **breast exam** and order **mammography** in women's health.
4. Using **critical problem-solving skills**, analyze the **differential diagnosis** for patients who present to women's health for evaluation of an acute obstetric or gynecologic concern.

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5. Order and interpret **laboratory and diagnostic testing** commonly used in women's health to effectively evaluate the differential diagnosis and screen for complications, including ultrasound, UAs, cytology, blood work, and other laboratory tests.
6. Distinguish the indications and contraindications of **screening tests for the prenatal patient** during the first trimester.
7. Formulate initial, follow-up, and chronic **management and clinical intervention plans** for various obstetric and gynecologic complaints and conditions.
8. Perform indicated **clinical bedside and surgical procedures** with the direction and supervision of the preceptor in the women's health setting.
9. Differentiate between the different types of **bedside clinical procedures and surgical procedures** commonly encountered in obstetrics and gynecology to include the indications, contraindications, side effects, complications, alternatives, patient preparation, and patient education of each.
10. Synthesize a **management plan** to include appropriate patient-specific recommendations, including medications, supportive care, surgical or procedural intervention, patient education, lifestyle modifications, activity recommendations, dietary considerations, **health maintenance, disease prevention, referrals**, and follow-up care for patients in a women's health setting.
11. Discern between the different stages and acuity of prenatal care and recommend specialty **consults and referrals** that may be needed in obstetrical care.
12. Compare the indications, contraindications, and risks of **delivery** by spontaneous vaginal delivery or surgical delivery by cesarean section.
13. For the patient in women's health, formulate culturally aware, individualized **patient education** which addresses diagnosis and differential, reason for diagnostic studies, treatment options and necessity, risks versus benefits, therapeutic alternatives, prevention of disease, health maintenance, discharge instructions, and follow up.
14. Synthesize relevant guidelines and the individual's social determinants of health to formulate **patient education and anticipatory guidance** during prenatal care.
15. Interpret **medical knowledge** in the analysis of the etiology, **anatomy/physiology**, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches, and management of pregnancy and common acute and chronic medical issues commonly seen in women's health setting
16. Using **drug knowledge**, compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost-effectiveness, and dosing of **pharmacotherapy** commonly used in women's health.
17. Analyze the current **screening guidelines** and **risk factors** for the variety of patients encountered in women's health, with consideration of population health.
18. Recommend use of **screening guidelines** and interpret **risk factors** for assessment and management of conditions encountered in the family practice setting such as cancer, pregnancy, infections, aging, and disease prevention.
19. Discern the importance of **anatomical and physiologic changes** which may occur as a result of aging or pregnancy in women's health settings.
20. Perform an **oral presentation** to the preceptor in a clear and concise manner which will include pertinent patient history, physical exam findings, most likely diagnosis, and a proposed management plan for a patient encountered in women's health.
21. Appraise the importance of **effective communication** with patients, family members, and significant others, maintaining **cultural sensitivity** and being cognizant of **diverse patient populations** including various ages, expression of gender and sexuality, race and ethnicity, and religious preferences.
22. Analyze the importance of **oral and written communication** with the healthcare team, including **interprofessional care team** members, for effective patient care, consultation, and referrals.
23. Analyze the correct **documentation** of history and physical exam, sexual, contraceptive and obstetric history, and well woman and prenatal visits for patients in women's health.
24. Evaluate the methods, techniques, and considerations required for patient evaluation and to develop rapport in a **professional manner** that is sensitive to **religious and cultural factors** and **gender and sexuality** in a women's health setting.
25. Compare and contrast the **role of the PA** with the roles of other health care providers involved in the women's health setting and collaborate as an effective member of the **interprofessional healthcare team** for initial and long-term care of the patient.
26. Critically evaluate the medical literature including current practice guidelines to provide **evidence-based patient care** in the women's health setting.
27. Evaluate the importance of **professionalism, rooted in an understanding of ethical principles and legal considerations**, in all aspects of the women's health setting.
28. Distinguish between the different **contraceptives** and be able to educate patients regarding the different types.

29. Synthesize the **components of prenatal care** to include but are not limited to preventive care, routine care, lab and diagnostic testing, dates of confinement, nutrition, medication precautions, complications, assessing fetal heart tones, fundal height, fetal positioning and APGAR scoring.
30. Utilize professional **provider-patient interaction** to describe **prenatal counseling** concerning diet, exercise, and sexual intercourse.
31. Analyze pre-natal care for a patient with **multiple gestation**.
32. Compare and contrast **normal labor and delivery** to include stages, duration, mechanism of delivery, and patient monitoring.
33. Analyze procedures used, complications, patient care, and pharmacological management of **labor and delivery**.
34. Describe the importance of **maintaining a sterile field** in the operating room for gynecological patients or with labor and delivery.
35. Distinguish between the different **surgical instruments** commonly utilized in the operating room for gynecological procedures.
36. Analyze **common surgical procedures** in gynecology in terms of indications, contraindications, complications, common side effects, description of the procedure and follow-up care.
37. Differentiate between the different components of **post-partum medical care** and complications to include perineal laceration/episiotomy care and postpartum hemorrhage.
38. Differentiate between the common **medications considered safe in pregnancy** and those considered potentially teratogenic.
39. Analyze the **impact of alcohol and drug use** on the fetus and folic acid deficiency on the fetus.
40. Analyze an initial workup for **infertility**, potential etiology, and resulting treatment strategy.

BEHAVIORAL AND MENTAL HEALTH CARE

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
1. Elicit a patient-centered problem-oriented history to include pertinent psychiatric history components.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6
2. Perform a problem-focused physical exam and order and interpret diagnostic testing to assist in determining if the patient is presenting with a physical/medical or psychological condition.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 7, 9, 13
3. Evaluate a patient for depression using the appropriate criteria and screening tools and recommend a management plan to include pharmacological and non-pharmacological options.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 12, 14, 16
4. Administer a MMSE to a behavioral health patient with cognitive changes/impairment.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	7
5. Perform an appropriate screening for suicidal/homicidal ideation with a behavioral health patient.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 4, 9, 12
6. When assessing behavioral medicine patient, appropriately use the DSM V in diagnosis of psychiatric conditions.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	3, 9
7. For an adult patient with anxiety , evaluate utilizing anxiety screening tools, summarize a differential diagnosis, and recommend patient-centered pharmacological and non-pharmacological management options.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 3, 9, 14, 16
8. Evaluate a patient for substance abuse , formulate a differential diagnosis, and recommend and initial management strategy.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 6, 7, 9, 14, 16
9. Write an accurate progress note for an inpatient/outpatient with a behavioral medicine compliant.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	5, 8
10. Perform a medication review as it pertains to psychiatric symptoms and drug-drug interactions and ADEs.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	14, 16, 19
Professional Behaviors and Interpersonal Skills			
11. Demonstrate professional behaviors* while interacting with patients, preceptors, and other healthcare team members throughout the duration of the behavioral medicine rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
12. Display appropriate interpersonal skills[^] throughout the behavioral medicine rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Distinguish between appropriate elements of **history, physical and mental status exam** for initial and subsequent evaluations of patients in behavioral health settings.
2. Formulate a **problem-focused history and physical exam** and order and interpret **diagnostic testing** in order to distinguish between a physical/medical or psychological condition for patients in behavioral health settings.
3. Use **critical problem-solving skills** to formulate a **differential diagnosis** and an initial **management plan** for various psychiatric complaints.
4. Analyze **history and mental status** findings to formulate a **differential diagnosis** using **DSM V** language.
5. Analyze the indications, contraindications, proposed risks/benefits, and financial implications for various **diagnostic testing** methods frequently used for monitoring drug ADEs and screening for medical complications for patients in behavioral health settings.

6. Synthesize a **management plan** which includes medications, psychotherapy, patient education, lifestyle considerations, safety planning, and follow-up care specific to behavioral health patients.
7. Compare and contrast the indications, risks, benefits and contraindications of **management** with medications, psychotherapy and procedures in behavioral health patients.
8. Evaluate patients in behavioral health settings for appropriate levels of care and for **referral** to counseling, crisis resources, and psychiatry.
9. Evaluate patients to identify candidates for clinical **procedures** used in behavioral health settings such as electroconvulsive therapy in accordance with indications, contraindications, side effects, and complications.
10. Formulate appropriate **patient-centered education** with cultural awareness regarding psychiatric diagnoses, prognoses, treatment options including risks, benefits and alternatives, and follow up for patients in behavioral health settings
11. Analyze the etiology, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches and management of common acute and chronic behavioral health disorders utilizing **medical knowledge**.
12. Evaluate and manage a behavioral health patient presenting with **suicidal/homicidal ideation**.
13. Distinguish between states of **intoxication and withdrawal** for substance abuse and formulate an appropriate management plan.
14. Analyze the role of the **MMSE** in screening for and diagnosis of neurocognitive disorders.
15. Distinguish the diverse causes of **depression** to formulate a corresponding patient-centered treatment plan.
16. Formulate a differential diagnosis for **anxiety** to plan corresponding pharmacological and nonpharmacological treatment options.
17. Compare and contrast the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost-effectiveness, and dosing with administration routes of **pharmacotherapy** for behavioral health disorders.
18. Evaluate for adverse effects, life-threatening complications and appropriate discontinuation of **pharmacotherapy** used for behavioral health disorders.
19. Critique a medication regimen during a **medication review** to maximize efficacy and minimize drug interactions and ADEs.
20. Interpret the current **screening guidelines** and **risk factors** to differentiate between screening tools for the identification of psychiatric conditions in behavioral health settings.
21. Formulate an appropriate behavioral health treatment plan utilizing knowledge of relevant **anatomy and physiology** including neurotransmitters.
22. Perform an **oral presentation** to the preceptor in a clear and concise manner using accurate psychiatric terminology which conveys the pertinent patient history, mental status findings, most likely diagnosis and a proposed management plan for a behavioral health patient.
23. Analyze the importance of **effective communication** with patients, family members, significant others and members of the care team in behavioral health settings.
24. Analyze the correct **documentation** of history, physical and mental status exams, progress notes and psychiatric evaluation.
25. Compare and contrast the methods, techniques, and considerations required for psychiatric evaluation in a **professional manner** that is sensitive to **religious and cultural factors**.
26. Compare and contrast the **role of the PA** with the roles of other health care providers involved in mental health setting and collaborate as an effective member of the **interprofessional behavioral healthcare team**.
27. Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of **evidence-based medicine** to patient care in the behavioral health setting.
28. Evaluate the importance of **professionalism** in all **provider-patient interactions** during a behavioral health evaluation.
29. Evaluate **ethical situations** arising in the mental health setting and **legal considerations** for a practicing behavioral health physician assistant.
30. Formulate strategies for maintaining **patient confidentiality and HIPPA** regulations at all times in the behavioral health setting.
31. Synthesize how to employ **counseling techniques** that are patient-centered when eliciting a **psychiatric history**.
32. Interpret the **transference reactions** and the **defense mechanisms** used by mental health patients.
33. Discern between the different **psychological tests** and inventories used in evaluating behavioral medicine patients.
34. Analyze how to classify psychiatric disorders using the **DSM V** and corresponding diagnostic axes.
35. Differentiate between the different types of **psychological therapy** including behavioral, cognitive, group, family and marital therapy.
36. Analyze how to evaluate patients for **abuse and neglect** including screening, prevention, and management.
37. Interpret how to **screen behavioral health** patients for substance abuse, eating disorders, suicidal ideation, homicidal ideation, and other harmful behaviors using effective **provider-patient interaction**.

ELECTIVE ROTATIONS AND SUPPLEMENTAL EXPERIENCES

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺	Program Competency
1. Elicit a patient-centered problem orientated history to include family, social, and personal medical history components in a patient requiring care in a specialty.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	6
2. Perform problem-focused physical exam and other diagnostic testing (if indicated) in a patient requiring specialty care.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 7, 13
3. Perform a review of laboratory results, appropriately adjust medications (if indicated), and recommend appropriate treatment in a patient requiring specialty care.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	2, 13, 14, 16
4. Perform a medication review as it pertains to the patient's symptoms and drug-drug interactions.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	14, 16, 19
5. Accurately document a patient visit and a referral, if indicated, for a patient requiring care in a specialty.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 2, 5, 8, 10, 20
<i>Professional Behaviors and Interpersonal Skills</i>			
6. Demonstrate professional behaviors * while interacting with patients, preceptors, and other healthcare team members throughout the duration of the elective rotation.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	1, 8, 19, 20
7. Display appropriate interpersonal skills [^] throughout the elective rotation while engaging with preceptors, patients, and other healthcare team personnel.	Preceptor Evaluation of Student Performance	Item score of ≥ 3	4, 6, 8, 10, 11, 20

Course Instructional Objectives

1. Perform a problem-focused **history and physical exam** for the variety of medical/surgical presentations and interpret pertinent, normal, and abnormal, physical exam findings.
2. Analyze the etiology, **anatomy, physiology**, pathophysiology, epidemiology, risk factors, presentations, diagnostic approaches, and management of common acute and chronic medical issues which present in the elective discipline.
3. Using the clinical presentation of a patient and **medical knowledge**, **formulate a differential diagnosis and initial management plan** for the variety of medical/surgical conditions which present in the elective discipline.
4. Interpret how to **order and then analyze diagnostic labs and tests** which are common to the elective discipline to include laboratory, radiographs, and other diagnostic imaging.
5. Analyze the **diagnostic testing methods** used in the elective discipline regarding indications, contraindications, proposed risks/benefits, and financial implications.
6. Distinguish between the different **diagnostic and therapeutic procedures** which are commonly used in the elective discipline environment.
7. Analyze common **clinical procedures** utilized in the elective discipline in terms of indications, contraindications, complications, common side effects, description of the procedure and follow-up care.
8. Synthesize the current **management guidelines and evidence-based medicine principles** for children, adults, or geriatric patients encountered in the elective discipline.
9. Perform an **oral presentation** including a patient history, physical exam findings, most likely diagnosis, and a proposed management plan for a patient specific to the elective discipline.
10. Formulate **effective patient interaction** with patients, family members, and significant others as well as members of the elective care team using **patient-centered techniques and cultural awareness**.
11. Distinguish between the indications, contraindications/cautions, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost effectiveness, and dosing with administration routes of **medications** in the elective discipline setting.
12. Interpret the **preventive screening** protocol pertinent to the elective clinical rotation discipline.

13. Analyze **documentation** including history and physical exams, progress notes, appropriate referrals, and diagnostic orders used in the elective discipline setting.
14. Perform **patient education** specific to the elective discipline which focuses on **cultural awareness** and patient-centered medicine and includes patient plan of care, including diagnosis and differential, reason for diagnostic studies, treatment, treatment necessity, risks versus benefits, alternatives, and follow up.
15. Analyze the components of **professionalism** and demonstrate it in all aspects of the elective discipline.
16. Interpret the roles of the **interprofessional healthcare team** in the elective discipline and collaborate as an effective member of that team.
17. Develop a **treatment plan** to include medications, patient education, activity modification, dietary considerations, referrals, and follow-up care specific to the elective discipline patients.
18. Discern **ethical situations and legal considerations** for a practicing physician assistant in the elective discipline.
19. Synthesize the importance of **patient confidentiality and HIPPA regulations** in the elective discipline.
20. Formulate how to **refer patients** to other specialty disciplines, the emergency department, or other follow-up care and services.
21. Using **critical thinking skills**, analyze patients for **life-threatening emergencies** that may be encountered within the elective discipline setting and employ the appropriate intervention techniques.
22. Interpret the **role of the PA** in the elective discipline.

PHYSICIAN ASSISTANT EDUCATION ELECTIVE (PAEE)

Learning Outcome	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺
1. Practice administrative essentials of academia, including accreditation processes, student recruitment and admissions strategies, and data collection and assessment.	<ul style="list-style-type: none"> ▪ Participation ▪ Survey Creation ▪ Wellness event creation 	<p>≥ 3 on rubric + Participation</p>
2. Develop skill in creating clear and measurable learning outcomes and instructional objectives suitable for physician assistant education.	<ul style="list-style-type: none"> ▪ Syllabus creation 	<p>≥ 3 on rubric + Participation</p>
3. Acquire experience in constructing and evaluating effective multiple-choice questions that align with learning objectives and assess students' comprehension and critical thinking skills.	<ul style="list-style-type: none"> ▪ MCQ creation ▪ Item analysis 	<p>≥ 3 on rubric + Participation</p>
4. Apply various educational theories and instructional design principles in the design and delivery of educational materials, such as PowerPoint lectures, study aids, and problem-based learning materials, tailored to the needs of physician assistant education.	<ul style="list-style-type: none"> ▪ Didactic instructional session creation and delivery 	<p>≥ 3 on rubric + Participation</p>
5. Demonstrate the ability to independently create educational materials for physician assistant education, showing creativity, relevance, and adherence to best practices under the guidance and supervision of experienced faculty members.	<ul style="list-style-type: none"> ▪ Didactic instructional session creation and delivery 	<p>≥ 3 on rubric + Participation</p>
6. Plan methods for student, faculty, and staff success and retention with consideration of performance, improvement, wellness, and inclusion.	<ul style="list-style-type: none"> ▪ Wellness event creation 	<p>≥ 3 on rubric + Participation</p>

Course Instructional Objectives

1. Recognize terms, components, and players of accreditation processes for a physician assistant education program.
2. Describe the requirements necessary for ongoing accreditation as put forth by the accrediting body, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), including complying with the Accreditation Standards for Physician Assistant Education and following the accreditation review cycle.
3. Construct a marketing plan with the purpose of student recruitment.
4. Discuss the aspects of the admissions process, including recruitment, screening, selection, and enrollment through matriculation.
5. Develop the outline and overview of a didactic course, including the creation of a syllabus and writing of course learning outcomes and course instructional objectives.
6. Create a didactic instructional session, applying one or more methods of instructional design and educational theories, tailored to the content being delivered.
7. Evaluate methods of student assessment to determine their effectiveness in evaluating student comprehension and critical thinking.
8. Produce multiple choice questions that align with learning objectives and assess student understanding.
9. Participate in faculty-led didactic classroom sessions via active observation, assisting the instructor, and collaborating with the instructor.
10. Participate in faculty-led didactic laboratory and simulation experiences via active observation, assisting the instructor, and collaborating with the instructor.
11. Develop plans for an event to promote student, faculty, and staff wellness and retention with consideration of a budget.
12. Generate and evaluate a survey tool to assess a curricular component for strengths, areas of improvement, and recommended changes.
13. Craft a Student Success module with the purpose of improving student retention and developing student achievement, professionalism, learning proficiency, and wellness strategies.

PHYSICIAN ASSISTANT CERTIFICATION ENHANCEMENT (PACE)

Learning Outcomes	Method of Assessment / Evaluation	Benchmark of Required Performance ⁺
1. Demonstrate proficiency in core clinical medicine topics specified in the NCCPA PANCE Blueprint and PAEA EOR Exam Blueprints.	<ul style="list-style-type: none"> ▪ UWorld assignments ▪ Study Assignments 	80%
2. Apply a variety of effective study strategies to consolidate and retain medical knowledge relevant to the PANCE and clinical practice.	<ul style="list-style-type: none"> ▪ Study Assignments ▪ Metacognitive Reflection Activities 	80%
3. Implement time management techniques to prioritize study tasks, allocate sufficient preparation time for different content areas, and maintain a balanced approach to learning.	<ul style="list-style-type: none"> ▪ Study Assignments ▪ Metacognitive Reflection Activities 	80%
4. Engage in metacognitive reflection practices to monitor learning progress, identify areas of weakness, and adjust study strategies accordingly to optimize long-term retention and performance improvement.	<ul style="list-style-type: none"> ▪ Study Assignments ▪ Metacognitive Reflection Activities 	80%
5. Utilize specialized test-taking techniques, such as strategic question analysis, process of elimination, and time optimization strategies, to navigate complex examination scenarios and maximize success in both practice and summative assessments.	<ul style="list-style-type: none"> ▪ UWorld Assignments 	80%

Course Instructional Objectives

1. Identify and explain key concepts and principles outlined in the NCCPA PANCE Blueprint and PAEA EOR Exam Blueprints through written and verbal assessments.
2. Develop and implement personalized study plans incorporating active recall, spaced repetition, and concept mapping techniques to enhance comprehension and retention of clinical medicine knowledge.
3. Prioritize study tasks based on their relevance and importance to PANCE content areas, demonstrating effective time management skills.
4. Reflect on individual learning progress, strengths, and areas for improvement through regular self-assessment and journaling activities.
5. Successfully apply strategic question analysis methods to dissect and interpret exam questions, leading to accurate and efficient responses.
6. Demonstrate proficiency in core clinical medicine topics by achieving passing scores on practice assessments and mock exams aligned with PANCE blueprints.
7. Allocate study time effectively across different content areas.
8. Evaluate the effectiveness of study strategies and techniques through self-assessment quizzes and faculty feedback.
9. Employ time optimization strategies during exam simulations, such as pacing oneself and managing time constraints, to improve performance and reduce test anxiety.